

**CAREER AND TECHNICAL EDUCATION
ADVISORY COMMITTEE**

ANNUAL REPORT

TO THE

FAIRFAX COUNTY SCHOOL BOARD

**For the Period Covering April 2008 to March 2009
Presented on May 27, 2009**

CTEAC ANNUAL REPORT TO SCHOOL BOARD

The Career and Technical Education Advisory Committee (CTEAC) is pleased to submit this annual report to the Fairfax County School Board. The report begins with a message from our Chairman, highlighting those topics we believe will have the greatest impact on the success of the CTE program in the coming years. Next, the report briefly summarizes our meetings during the period of this report, which covers committee work from April 2008 to March 2009, with more detail on activities in three key areas as is keeping with our charter:

- Promoting understanding and support of Career and Technical Education (CTE),
- Reviewing program needs and the adequacy of resources, and
- Correlating services, promoting efficiencies, and establishing measurable goals.

The report concludes with a brief statement of our future committee direction. A review of the accomplishments in Career and Technical Education instructional programs (Appendix A), our Annual Performance Report for Career and Technical Education from the Virginia Department of Education (Appendix B), and the membership and attendance roster for the report period (Appendix C) are attached.

Message from the CTEAC Chair

The journey that CTEAC has experienced in 2009 has been one filled with learning and uncertainty. Due to the number of new members to the CTEAC family, we have enjoyed the presentations of the CTE program coordinators to update us and instruct us concerning the importance of their program areas and the latest changes that benefit the students in their program areas.

Uncertainty has been marked by the evolving development of the budgetary considerations of the Fairfax County School Board. Consequently, instead of exploring avenues for additional courses for CTE that would place greater pressure on a decreasing school budget, the committee selected to initiate an investigation on Public/Private Partnerships.

Public/Private Partnerships have been a vital pillar to the structure of Career and Technical Education for many years. The committee's investigation into Public/Private Partnerships is not designed to dismantle the current Public/Private Partnership program. In fact, the committee's intent is just the opposite. Through our investigation, the committee desires to encourage those areas of the Public/Private Partnership that are working well, and to offer recommendations for improvement for those areas that need greater support.

The committee's investigation into Public/Private Partnerships includes the following agenda:

1. Research the experiential knowledge of the committee members concerning Public/Private Partnerships.
2. Receive reports from the CTE program coordinators that reveal needs for Public/Private Partnerships and how the current model is working.
3. Explore how other Public/Private Partnerships could strengthen both CTE and the business with which the partnership is formed.
4. Consider other possible models that would make the formation of Public/Private Partnerships easier and more efficient.
5. Develop recommendations for CTE and for the Fairfax County School Board that would expand, improve, and strengthen Public/Private Partnerships for CTE and possibly for Fairfax County Public Schools as a whole.

The course that CTEAC will embark on for 2009 and 2010 will be engaging and challenging. Some of the 2009/2010 agenda will include the following:

- Continue the investigation of Public/Private Partnerships
- In conjunction with the CTE program area coordinators, assess the labor market needs of Fairfax County to provide curricular advice on the development of CTE courses.
- Provide recommendations for the revision and modernizing of CTE programs.
- Revisit the development of the Sixteen Career Cluster concept and its impact on CTE.
- Continue to investigate avenues to expand CTE's relationship with the academic community and its vital place in the High Schools of the 21st Century.

One of the highest priorities of any society is the education of its youth. The preparation of our students for the workforce and for adult life is one of the most profitable investments that we, as a community, can make. The Career and Technical Advisory Committee is dedicated to support, encourage, and promote Career and Technical Education programs that prepare students for careers of the present and for the future.

CTEAC Meetings: April 2008 to March 2009

During the 12 months of the report period, the CTEAC held eight regularly-scheduled business meetings. As is our norm, meetings were held at CTE program-related facilities in schools and businesses across the county, strengthening the connection between committee members and CTE students, instructors, and administrators across several CTE programs.

Facility	Location	Program Connection
General	Leis Administrative Center (9/08)	CTE/CTEAC Orientation; School Board charge
	Centreville Volunteer Fire Station (10/08)	Health and Medical Sciences program– fire and emergency medical sciences; School Board charge w/Dan Storck; preview of CTE parent video
Program Site	Hyatt Fair Lakes Hotel (5/08)	Marketing – hospitality management
CTE Academies	Fairfax High School Academy (04/08)	Fairfax Academy overview; recap of “Young Women in Engineering” day at MITRE
	Chantilly High School Academy (3/09)	Marketing – DECA leadership opportunities for students; Culinary demonstration; Partnerships discussion continued; CTEMS application
High Schools	Lake Braddock Secondary School (1/09)	Business and Information Technology program – advanced programming; recap of Camp CTE; Job Shadow Day; CTE Promotion Kit; FCPS Budget Impact on CTE w/Peter Noonan
	South Lakes High School (11/08)	Family and Consumer Sciences program; CTE Teacher Credentialing
	West Springfield High School (2/09)	Technology Education program and STEM; Private/Public and Public/Public Partnerships

Highlighted CTEAC Actions from April 2008 to March 2009:

1. Promoting Understanding and Support of Career and Technical Education

A critical role of the CTEAC is to “assist in promoting understanding and support of career and technical education within the business community and the public.” As well, however, the committee has provided critical support in activities to reach out to parents, students, teachers, and counselors. Committee activity has focused on four key initiatives:

- (1) CTE Calendar.** Now into its fourth year, the CTE Calendar continues as a means for promoting the diversity, excitement, and opportunity of a CTE educational experience through a series of profiles of current and previous CTE students. A successful marketing/education tool for CTE programs, this year 3000 calendars were distributed to school-based administrators in middle and high schools, school counselors, senior leadership team, members, and various stakeholder groups within the community.
- (2) CTE Video.** As a complementary piece to the promotional video produced for students last year, a video targeted toward parents and community members was produced. The CTEAC Marketing Subcommittee premiered the production at its October meeting. This DVD, which took almost 120 production hours to create, was distributed to schools and streamed to the CTE website. It is a powerful tool in the effort to communicate student opportunities to adults in the community including parents, counselors, and members of the business community.
- (3) Camp CTE.** The committee has long recognized the importance of ensuring that guidance counselors understand the breadth and depth of CTE programs and opportunities, given their role as an important source of information and advice to students. In its second year, Camp CTE continued to provide counselors an opportunity to experience firsthand CTE classes, thereby raising their awareness and interest in the programs and course offerings. Once again, the experience received very positive reviews by the counselors attending and will continue to be offered.
- (4) Career Search & Investigation Course.** This new middle school course was envisioned by the CTEAC as a means for parents and students to learn about available career opportunities for future course selection decisions. The course was offered at six middle schools with an enrollment of 350 students. Expansion is anticipated to at least two additional sites. The course includes exploration of career pathways and postsecondary opportunities.

2. Reviewing Program Needs and the Adequacy of Resources

The CTEAC is also charged to assist the administration in determining needs of the community and the school division for courses in career and technical education, and advise the administration concerning the adequacy of resources being applied toward existing programs and initiatives. Key committee efforts to this charge are around girls in technology, and course endorsements.

- (1) Girls in Technology.** Building upon the momentum created with the committee’s focus on opportunities for girls to understand career paths in technology and engineering occupations, the committee supported the creation of the girls engineering systems course now in place at Chantilly Academy, which started in the fall of 2007. This inaugural year, 19 girls were enrolled in the program. Of those, 15 students who were seniors are now currently enrolled as freshmen in postsecondary education (12 majoring in engineering, one majoring in biology, and one in environmental science). Two of the

remaining nine underclass students are currently enrolled in Engineering Physics 2. Enrollment for 2008-09 is 17 girls.

Additionally, committee members have supported—and even created—very popular opportunities for experiential tours for girls, including a girls VIP tour of labs and discussions with female engineering professionals at MITRE. The girls VIP tour at MITRE was so successful it has become an annual event serving up to 35 girls in grades 7-12.

- (2) Course Endorsements.** CTE courses must be continuously evaluated, not only to gauge the current interests of our students, but also to determine if we are meeting the needs of our students, businesses and society as a whole. A summary of recent course endorsements and subsequent enrollment follows:

CTE Program Area	Course Endorsed	Enrollment by Year			Comments
		2006-07	2007-08	2008-09	
BIT	Advanced Programming	X	X	50	First year of course offering
HMS	Pharmacy Technician	71	90	141	Academy course; expanded to Falls Church 2008-09
General	Career Search and Investigation (CSI)	X	X	568	Six middle schools offered course in first year of availability

3. Organizing to Address the Committee's Charge.

The Committee's Charge is as follows:

Promote the concept of career clusters and collaboration between CTE and core academic courses while considering unique instructional delivery models to meet the needs of High Schools of the 21st century.

Since the committee recognizes that science and technology will continue to be an area of focus for CTE growth and change, the Science, Technology, Engineering, and Mathematics (STEM) Subcommittee worked in collaboration with CTE staff to make recommendations about STEM projects and initiatives for the school system. Some STEM projects were piloted during the school year, and additional staff development is planned for the summer.

4. Correlating Services, Promoting Efficiencies, and Establishing Measurable Goals

In our charge to assist the administration in correlating programs in career and technical education with programs and services of other agencies, and assisting in the identification of long-range and measurable goals, we have had three main activities:

- (1) Student Survey.** With the noted support of the School Board, the CTEAC continued our practice of surveying CTE completers (those completing a sequence of CTE courses) in preparation for a similar survey by the Commonwealth in the year after their graduation. As questions remained consistent from the previous year, we were also able to compare results to those of previous years' surveys. Note that wherever marks appeared out of the norm from the results, CTE program coordinators review the data

and work with the appropriate course instructors to better understand issues or perceptions and take action towards resolution.

In general, CTE programs continue to receive high marks from the students – students believe they received good education and training. Overall, the survey responses were consistent with past results. The majority of students plan to attend postsecondary education. As in past surveys, the feedback with respect to instructor effectiveness, hands-on exposure, and course material was very positive. The survey continues to be helpful in providing information around transportation issues with regard to academy courses.

The CTEAC will continue to use these data and refine the survey to further evaluate CTE programs and establish measurable goals. We welcome for inclusion in this survey any questions of interest to the School Board.

(2) State Report Card. Every year, the Virginia Department of Education (VDOE) issues each local school division an Annual Performance Report (APR) for their CTE program. In the CTEAC report to the School Board in December, 2006, the Committee discussed our ongoing concerns about the APR, including the lack of reliability of the data produced due to how the survey is administered; the required response level (75%) that is quite difficult to reach in our transient region, and the fact that many of the standards in the survey measure variables that are unrelated or very weakly related to the defined standard. Last year, we received the VDOE's response to our memo about our concerns and the message stated that we should see changes in the new Carl Perkins legislation that requires states to negotiate standards with local school divisions. With the most recent revisions to the VDOE report card, the state is no longer assessing our performance regarding the response level (percentage rate) of our completer students; however, we are expected to continue a positive trend by maintaining or increasing the rate of surveyed students.

(3) Exemplary Standards. The Exemplary Standards program was designed to allow CTE teachers to assess their programs, share their program with a visiting review team, and develop a program improvement plan. It also provides the means for teachers to collaborate on their instruction and establish consistency in their curriculum and instructional approach. During the 2008-09 school year, CTE programs at Hayfield Mt. Vernon, South County, and West Potomac High Schools are being assessed. In addition, the cosmetology program at Edison High School Academy was recently reviewed by the Virginia Career Education Foundation for consideration as a Governor's Exemplary CTE program designation.

The committee supports the program. As the program continues to grow, the staff will need additional committee support in the recruitment of community members to conduct on-site reviews of each program.

School Year 2008-09 Summary

The CTEAC continues to be impressed by, and proud of, the many accomplishments of our school system's CTE students and programs. Each interaction we have in our advisory capacity makes evident the commitment of these students towards preparing for a successful career, and of CTE staff to helping students achieve their dreams. The progress of our CTE program--and students--over the past year is evident in the growth and improvement on many fronts:

- Validation of coursework through high number of students receiving industry certification; in the last five years, the number of certifications earned has increased 523 to 2877. (Totals are not yet available for the current year.) Each year, additional assessments are evaluated for inclusion in the comprehensive certification opportunities available for students.
- Development of leadership, communication, and other key work skills through involvement in career and technical student organizations and great success at competitive events, such as, FBLA, FCCLA, and HOSA, and the success of our students in this year's Robotics competition.
- Study the Sixteen Career Cluster model and its meaning as related to CTE and academic integration.

School Year 2009-2010 Outlook

The membership of CTEAC is comprised of some of the most talented and dedicated parents, business owners, and professionals available in the greater Fairfax County community. We look forward to encouraging, advising, and recommending to the FCPS School Board and to students, parents, faculty and staff of the FCPS family. We will continue to explore exciting and meaningful avenues in the following areas.

- Integration of academic and CTE educational goals and objectives.
- Improvements in all CTE program areas.
- Additional outreach programs (marketing) for the promotion of CTE for students, parents, faculty and staff.
- Explore current and future possibilities for public/private partnerships to present meaningful recommendations and implementation models.
- Continue to research methods and approaches for including CTE students in the important fields of science, technology, engineering and mathematics.
- Monitor metrics of CTE performance identified locally and by the VDOE and determine the budget impact of increasing performance on such measures.

Respectfully,